

**Under the VTSS Umbrella:  
Process Integration and School Schedules**

**Session 3**

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# Under the VTSS Umbrella: Process Integration and School Schedules

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Part 3

1:00 pm - 4:00 pm

Process Integration Workshop

Dr. Rick Bowmaster

Steve Hale

Sandy Hart, VTSS Coach

Regina Pierce, VTSS Coach

00:00:00

Ms. Pierce: Fall silent. Do the visual cue again, one more time Sandy. All right, so this is what you all are always asking for, it was sort of you want to talk to other divisions and find out where they were. So the assignment was that you were supposed to bring whatever part of your guidance document or your manual that you've completed. It doesn't matter, you don't have to be Prince William just yet, whatever pieces you've done. We have a few other divisions that are actually pretty far along as well. And we're gonna, we're gonna meet at different tables. Now so hang on, if you're high school you're gonna go to stations one, two and three and the tables are marked. And Martinsville since you have all those people you all just scatter between the three tables. Don't all of you be at one table, okay. If you're middle school, oh, if you're station one hold up your card so people can see.

00:01:04

Ms. Pierce: Where is station number one? Station number two is here. Station number three is there, okay. So now high school you know where you're gonna go. Do not sit with your other high school person, all right. Yeah, high school may be a little more difficult because there is only three tables. All right, middle school you ready? Middle school is gonna be station four, hold up station four. Hold up station five, and hold up station six all right. Now again, middle school to the best of your ability don't sit with other people okay from your own division. All right, now you ready? Hang on, don't move yet, don't move yet. All right, everybody else is gonna be on tables seven through twenty-one. Do not sit with your own teammates. Now there may be a case, but the idea is to glean the, the information from other people, and here is what you're gonna do when you move.

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Ms. Pierce: I'm not gonna give the directions until everybody is listening.

Dr. Bowmaster: Just like middle schoolers.

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Ms. Pierce: Exactly, when you move the first thing you're gonna do at each table, each person is gonna get like three to five minutes to talk about their guidance document. So you're gonna go around the table and you're gonna have three to five minutes. Then you're gonna figure out, you're gonna be writing down the things that you want to be bringing back to your own division about what they have. Then someone at that table will facilitate some of those conversations about those pieces of the guidance document that you want to know more about, how they did it, things like that. We're gonna have a whole hour for this, okay. So you get a whole hour to just listen to everybody else's stuff, talk to them, and figure it all out. Did I miss anything Rick?

Dr. Bowmaster: No, I think it's just up to 20 not 21.

Ms. Pierce: Oh, are you sure I thought we did 21, well here is 21 okay.

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Ms. Pierce: Well all right, if one table gets crowded we'll make 21, but there is 20 tables all right. On your mark get set go. Shuffle. [Tape cuts] All right, five, four, three, two, and one we're getting ready, don't take a break yet. The break is, the food out, is out for break from 2:30 to 3:00, so the hotel kind of runs that schedule, our break schedule for us. But that's a good thing cause you'll get a snack. Let's go and as a division answer this next question before the next, we're getting ready to have Sandy and Stacy are gonna talk for about 15 minutes and then you'll be able to work with your groups again.... [Tape cuts]

Ms. Hart: Not hearing, I was having problems with the other mic. Okay, we have 13 responses on that.

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Ms. Hart: Last call if your division did not respond that your teachers feel and understand how VTSS will help them document student growth. That's great, we're really impressed with what you all have done to lay some ground work for that, and that's gonna lead us in to our next section and some of you have probably done it. Stacy and I are going to fit the initiative of teacher evaluation and teacher performance under the umbrella of VTSS. So let's start by talking about teachers. This is the first sentence from the Bill and Melinda Gates Foundation report on teacher effectiveness.

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Ms. Hart: Evidence shows clearly what most people know intuitively, teachers matter more to student learning than anything else inside a school. And before I say anything else about that in the back is this clear enough? I'm not so good at mic management. Is it clear enough? Great, thanks. Okay, so some of us in here are teachers, those most important people, and most of us in here make decisions every day that impact teachers and impact their effectiveness. So just a reminder of why we're talking about this

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important subject. So Virginia responded to the studies on teacher effectiveness and developed a teacher evaluation process that divisions are either developing or implementing right now. And as the coaches travel among our divisions we hear you talking about coordinating your teacher evaluation system with VTSS.

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Ms. Hart: And that is very wise, and that focuses your efforts focus on standard seven, that the work of the teacher results in acceptable measureable and appropriate student academic progress. So we're gonna separate that out into the performance indicators for standard seven as we talk about them. The first indicator calls for the teacher to set acceptable measurable and appropriate achievement goals for student academic progress based on baseline data. So the first thing that pops into my mind as I read that is that need for baseline data, and as you know in a sound VTSS process you have at least in your reading and math classrooms those universal screening tools that are gonna give you that data.

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Ms. Hart: Another really important concept in this indicator I the idea of goal setting. I see goal setting as something that's not particularly easy for all of us to do, we heard a great example from Prince William County earlier of how the instructional leader was helping teachers develop challenging yet realistic goals, and certainly that is something that we do in the data meetings. And we don't make safe goals in this process, we know from VTSS that our goal is to help kids close the gap. So in sitting in data meetings looking at aim lines, looking at trend lines in the presence of your instructional leaders you're getting that professional development on goal setting, it's very applicable. And--

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Stacy: I, I think when I heard about the new teacher evaluation system and we had been in the RtI/VTSS process for a while the two went very much hand in hand. And I think for those schools who had been using that RtI framework setting the goals for those teachers didn't cause them as much hesitation. I know right now we have some principals at our elementary level actually using the Aimesweb data form our universal screener to set their school goals, and teachers are basing then their goals from that as well. And they're able to differentiate between those that may be struggling learners to average to high learners, they're using the formula within Aimesweb to calculate a growth measure for them. And now Aimesweb also does have a growth chart that you can pull up, so it assist with that as well.

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Stacy: I think one of the most important things if you see that fourth bullet that standard seven is not just for teachers. That's what this new teacher evaluation is about, making

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sure that we are seeing growth for every single one of our kids, and the VTS system, SS system can help with that.

Ms. Hart: I, I included this section about high achievers because we know that those sometimes are our students who are not making as much growth as they could be. So certainly standard seven is gonna help us track the growth for those high achieving students as well. Performance indicator two, that the teacher will document the progress of each student throughout the year. So my mind goes immediately to our progress monitoring, and we talked about that when we talked about data meetings earlier.

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Ms. Hart: That for all your tiers, tiers one two and three, your universal screening, and your benchmark, and other assessments are going to be used to measure the progress of those kids. And then for your tier two and tier three students you are going to progress monitor those kids on a, on a regular basis every two weeks or every week depending on the need. So you have built in to your VTSS system regular progress monitoring of each student. I really think that's the key word there. You're also discussing again the progress of each student in that data meeting, and I think there are a lot of reasons why it's really important for administrators to be in data meetings. But when you've added this extra layer of accountability for teachers dealing with student data I believe it's important that administrators own that data also.

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Ms. Hart: And be prepared, and be knowledgeable so that there are no surprises at the end of the year, they've had a chance to weigh in.

Stacy: Those data meetings are very important as well because we know that not only this year do we have the teacher evaluation, but we know next year we will have a new principal evaluation document. And when it comes to standard seven it is so important to know the data of each of your students. If you have your teachers actively participating in the data meetings you'll get a sense of if they know their students or not. You'll understand what direction they're going, which is so important, but also something that's very important is for your principals or your assistant principals to be a part of those data meetings as well. We saw indicators for the school improvement, say 50 percent of the time of the principal is spent on instructional duties.

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Stacy: That doesn't mean just going into individual classrooms, but that also means being part of those data meetings. Does it take some time? Sure it does, but you're probably saving time for yourself in the long run if you are actively participating in those data meetings. Because again you will know by sitting there and listening carefully to your teachers who is maybe struggling with core instruction, who is knocking it out of the

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park with core instruction, which is your most important, and then also what you're getting from your two, tier two and tier three interventions.

Ms. Hart: An example of that expectation for participation in the data meeting I thought was given by Clint in his video, where he had each teacher bring a strategy to the meeting, that was an example of making everybody accountable for that team and the, being collaborative.

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Ms. Hart: Performance indicator 7.3 asks that the teacher provide evidence that achievement goals have been met, including the state provided growth measure when available as well as other multiple measures of student growth. This performance indicator takes me back to my principal days, because we had a, an achievement standard that we asked teachers to meet. And I had teachers coming into my office at the end of the year with stacks of papers, lots of names, lots of numbers, lots of highlighting, and we talked about how their students had grown and they gave me their stack of paper, and put it on my desk, and they walked out. And I'm gonna go quickly and then come back, this is how I felt. The lady behind the desk is saying, if I'd know they wanted me to use all this info I would never have asked for it.

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Ms. Hart: The fact is that there were so many different data sources that I didn't have a very good way for analyzing what had happened in those classrooms. And I really wasn't doing justice to those teachers who had worked so hard. But what you guys have are assessment maps. And if you don't have them you're gonna finish them up soon, so an assessment map is going to outline the data sources across the division at different levels, in different content areas. So you know that what the evidence you're going to be provided is going to be from data sources that you're familiar with, not just because of the assessment map but because you've been sitting in those data meetings. I also think this gives everyone in the division a sense of the equity of your system.

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Ms. Hart: Is one principal judging on a different set of data points than another? No you're all gonna use that assessment map.

Stacy: And that's where that VTSS guidance document is very helpful. Talking about at your different levels that those assessment pieces having those ongoing conversations so that you know that your principals, assistant principals, even central office folks are understanding what we're talking about with specific assessments, what they mean, because if we have confusion among the principals and APs, central office then of course we're going to have confusion among the teachers, And we want to eliminate that. When we were building our teacher evaluation document we made sure that we included a glossary in ours, in our handbook that included the VTS terms, VTSS terms

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in there as well. Because we wanted to make sure as we're talking evaluation, we're talking VTSS, we're talking one and the same thing, and everybody has that consistent language.

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Ms. Hart: She's gone, so that takes us to performance indicator 7.4 the teacher uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets. That takes me right back to what Stacy was just talking about, the guidance document. Because the, the guidance document outlines your schedule and pace. When are you giving your assessments? When are you having your data meetings? Who is gonna participate in all of those events? It, it just becomes a document, which is going to lay the framework for that continual communication.

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Stacy: And while we are talking the assessment piece you'll see that, those last four words develop interim learning targets, that's what it's all about. The learning piece for the student, so we want to make sure as we talk assessment and we're looking at it we are not forgetting that maybe we need to change some of our instructional approaches, if our students are learning wonderful. We keep on doing that. If they are not what do we need to change, and those are the conversations you'll continually have with teachers as you are doing your interim look at the data, and having those midyear conversations with them.

Ms. Hart: So just in summary, we believe VTSS can make this process a more robust and a more equitable one, because there is regular student assessment coming from standardized tools. Because you have efficient data meetings that are collaborative.

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Ms. Hart: Because you have a well written and viable, and useful VTSS guidance document, and all of those elements provide your teachers with the tools that they're really gonna need to document that growth. Stacy I'm sorry.

Stacy: And a big takeaway, I would state in this sentence that if teachers and administrators have meaningful conversations about data on a regular basis then everyone is going to do better. Those teachers are going to have the tools they need to provide you with valid information as their administrator, your schools are going to be doing better, your division is going to be doing better, and most importantly your students are going to be doing better.

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Ms. Hart: Now, whoops. Okay, so it seems from our poll that many of you have already created a presentation for teacher evaluation, but if you haven't we have a number, well we have a number of activities that we're going to ask you to choose from for this last work session of the day. So you can create a presentation to use with your division or your staff on the connection of VTSS to teacher evaluation, or to further clarify teacher evaluation for your staff. But you can also do any of these things, add to your guidance document about different types of data meetings.

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Ms. Hart: That's something we looked at earlier today. Go ahead and firm up your schedule of data meetings for your division or your school, and get that written down. Finish your assessment map. Create a fact sheet on how all your systems link together under VTSS. Create a presentation that broadly links together the initiatives that are significant to your division or your school. Reflect on the guidance document elements that you just learned about from other divisions, and talk with your team about the elements of the guidance document that you need to add to your document as a division and work on that now. Identify your professional development needs.

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Ms. Hart: And, again creating an activity for your staff, not necessarily a presentation, but an activity, which shows that VTSS is not just one more thing. Now we really need you to concentrate on these because we're going to ask for some of you to share them out when we come back together for our last part of the day. So spend a little time deciding what you're going to work on as a division, what's most needed in your division. We're going to give you plenty of time to work on it, and sometime between 2:30 and 3:00 you can take your break, go out and get some brain food. And then in about 20 minutes to 4:00 we're going to come back together and we're going to share out some of the presentations, some of the fact sheets, some of the documents that you have completed.

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Ms. Hart: What we noticed when we walked around the room and heard some fantastic conversations around guidance documents, is a lot of you had some wonderful processes in place but it wasn't clear that it was written down. So think back to that, that slide on paper first, then plan. So try to get some of this on paper before the end of the day, we hope you find, have a very productive session, any other reminders? Oh Stacy tells me that the food is out there if you want to break before you begin, break whenever you want to. Okay thanks folks. [Tape cuts]

Ms. Pierce: Let's try this, my dogs don't even listen very well to me, I don't know.

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Ms. Pierce: Fall silent. Okay, all right so we're into the share out part, Rick called out the counties that have already volunteered to share out. The share out activity, you've got five minutes. So each participant is gonna share out for five minutes something they actually got accomplished today, sort of where they are, what they did. And our first volunteer was Halifax.

Halifax: I brought my own cheering squad. Good afternoon everyone, we're gonna share with you what we have done. And I will tell you that as we were sitting at the tables someone said what are you all doing in Halifax? You know, the question is oh I don't know. Everybody is doing so many great things that you sit there and go, I thought we were making progress. But we are in I guess our second year of starting to implement the process at the middle school, and at my middle school we have right under 1,400 children.

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Halifax: And so at the end of our first year we have a wonderful implementation committee, we felt like we needed closure. The implementation committee was able to come to several of these, so they kind of understood what we needed to do. And at the end of our first year of going back and looking at what we had and what we did, part of bringing closure to that was to create this implementation manual. Because the first thing we realized was that we weren't gonna be able to get to all the teachers all the time when they had questions. So we wanted something that they could look at and maybe like a, a FAQ kind of thing, so this is how we started out. It started out with the slogan of reaching all students, and today it changed working smarter to reach each student and to close achievement gaps. Because that's what we realized needs to happen. We have a lot of wonderful things going on in our division, and a lot of initiatives that are helping our students as they move up to the middle school. Some of those things need to be carried over.

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Halifax: But also we have a lot of initiatives at our middle school, and so we don't want people collecting data over here and collecting data over there and not having a place for everybody to see what everybody else is doing. What we used this time for is from the other divisions sharing we realized pieces that were missing from our manual, so what you see in red are all the pieces that we found out were missing. And so when we go back we, we have something to work on. One of the great things that came out of this is you send the data, we have data meetings, the meeting format, the schedule for data meetings. We were sort of like that group we were having data meetings, the great thing is that our implementation committee they understood what was needed, so they were finding the bits and pieces. So we were kind of the group in between the two, not the non-example and the example, we were kind of sort of the maybe almost an example group.

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Halifax: Because we talked numbers but we also talked numbers and we also talked other stuff, so we, we see how we're gonna weed some of that out. And we just went through and started revising as you can see, our committee changed. The biggest thing that we were proud of that we didn't realize until we put it on paper was our original timeline. And at the end of that first year the committee said this is what we want to accomplish next year, this is what we want to accomplish the next year. The reason we did it that way was because we decided we could not roll this thing out six, seven and eight all at one time. So we said, we're gonna start at sixth grade, we're gonna move it up to seventh, and then move it up to eighth. And the reason we did that is because, due to budget cuts we lost teachers, so where we used to have just a sixth grade team, we now have teachers who are teaching some sixth grade, some seventh grade classes, or some sixth grade and some eighth grade classes. So by rolling it out at sixth grade we felt like we did a good job of training them.

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Halifax: When we got to seventh grade some of them would already know what we were doing, and we could make them leaders. And they could help train everybody else, and so that's why we did that. As you can see when we looked at revising the timeline we were proud to say we have completed some things, and then we were able to add some things on. So in a way it showed us that yes we're making progress and we're doing some good things. I can't wait to get back and show the implementation committee just how much work they've done, but we also see where we need to grow.

Ms. Pierce: Yay, good job. All right who is next Rick?

Halifax: Oh by the way Rick came and he helped train our teachers, and I have to give him credit because he did a really good job. And you know, it's hard training middle school teachers during their planning time. And when he left everybody was like, oh he's cool.

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Ms. Pierce: All right who is next?

Dr. Bowmaster: Next is Martinsville.

Ms. Pierce: Martinsville.

Dr. Bowmaster: And after them will be Dickenson.

Martinsville: ...Okay while they're getting that up we are Martinsville, so we've got a lot of, yeah. The bulldogs, we, we are some real risk takers in Martinsville, and we've done

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a lot of things, worked a lot with our master schedules in our schools to build in time for our students to get intervention within the school day.

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Martinsville: If you know much about Martinsville then you know that we've lead the state in unemployment for a decade, yeah. That doesn't bother us, but we know that it's hard for many of our kids to stay after school, especially some of our older students. They have jobs, they're helping to take care of their siblings, actually even some of our upper elementary students you know, they're needed at home to help with, with siblings and things like that. So we knew we had to build the time into the school day. We had been working to do that at the elementary, middle and high school level. So we adjusted all of our schedules to build in intervention and enrichment time for all of our students. When we were telling that at one of the tables some people cringed, and we did too. But we knew we had to do it, also we've worked really hard at developing our common language. What we discovered in our buildings, we were using the same terms but we didn't have the same meanings, and we thought for this to really to move vertically we had to have a common language.

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Martinsville: So that was a piece that we really worked on, and then our assessment map. We joked and said we were taking a child's temperature with four different thermometers. You know, the first one said he had a fever, so he didn't need the other ones. So we went through our assessment map and really worked on evaluating what we were using, what were the tools we needed, what were the ones we could let go. And what we're working on over here is now looking at our data meetings and our data schedule. We needed to kind of tighten that up across the division, so we took our assessment map and we lined that up for fall, midyear and spring to see exactly when are we collecting what type of data? And then from that we were looking at developing our schedule, so that was a big piece we worked on. We're still evaluating our assessments, you know, still looking at the data to see is it giving us the information we need for the decisions we need to make?

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Martinsville: So the next document, and we were just getting started on this, is the data schedule and protocols. It's the separate document. It was so messy we didn't want to put it in our pretty one and mess that one up, so and actually all of this we're doing in Google docs, because as you know, one of the presenters earlier said it's a constant work in progress. So it's not something we print regularly because we could kill a whole forest, so we're, we're working in Google docs with that. But this is where we were starting. We aligned our assessment map with when we were doing these assessments, and now we're looking at, you know, the universal screening data meetings three times per year. One thing we noted with that that we're gonna work on is we've been looking a

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lot towards the student level, but we had not looked at it for the efficacy of our tier interventions. So that's a piece when we're looking at our protocols we're working on adding in there. Quarterly division leadership data reviews, we've had them.

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Martinsville: But we really wanted to work on the purpose of those, it's not to point fingers or who is better than you know, whomever, or, or any of that. we wanted to make sure we set the protocols so we worked to problem solve together, and then set priorities for the allocation of resources. We have to be very strategic, I know everyone struggles with budget. So you've got to really look at where are you putting your resources, you know, is it gonna get you what you need? And then we were just moving into the monthly tier progress monitoring. We looked at when we assess, but when are we gonna sit down and look at the data for that. And we're working on setting our protocols and some templates and frameworks to help the division get in line, so that's where we are in Martinsville, Virginia....

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Dickenson: Yeah when you go to the bathroom they volunteer you for stuff, so that's why I'm standing up here. I just, just so you know for future reference. We're Dickenson County, and we're a very small county with very limited resources, so we try to do as much as we can with as little as, as we have. And I think there are other folks in the room with that same thing, and one of our most limited resources is people. So we have a very small staff, but when we made our commitment to what we call [MTIM ?], cause we made, we named our process before VTSS came on and we decided to just not add any more confusion and kept the same thing. But what we're doing, and we may get this up here and we may not, we weren't really sure we even had it. But what I wanted to talk about a little bit was that, how we, how our structure flows and our commitment to it.

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Dickenson: We have a division leadership team that meets weekly, and talks about what's going on, looks at division wide data, and that kind of thing. We get out in the schools and meet with our grade level teams, and those folks, there are five of us in the central office that meet on a regular basis. Our grade level teams, or problem solving teams meet, well they meet all the time because they have common planning time. That was one of the things that we worked very hard to accomplish in our master schedules, but they meet officially once a month to review data. And that's the thing that I wanted to, to talk about that we did differently that we talked about doing today. When our grade level, when our teams meet, our division, our, our school level leadership teams meet with grade level teams and review data, and look at tier movement and that sort of thing, one of the things we decided today, I left my paper laying over here, sorry.

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Dickenson: Was that we needed to make sure that each person in that meeting had accountability for certain specific pieces of data so that when, that these meetings could be as productive as possible, and that's just the flow chart of our, our process in making sure that everybody has responsibility. But what we decided was that after talking with some folks at our breakout sessions, our walkabout sessions was that we needed to make sure that each person in our data meetings had a specific responsibility for data so that we had all of the information that we needed to make decisions about what was in the best interest of the children that we were discussing. So this is what we added today, that the intervention teacher, that is the teachers who work with specific tiers would be responsible for bringing any universal screening data, we screen three times a year.

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Dickenson: As most everybody does, they would also bring what we call our little progress monitoring, that is the weekly progress monitoring of skills that, that they're working on, the literacy skills that they need. Plus then we monitor reading fluency is the big thing that we focus on as our umbrella focus, and so we monitor that twice a month, or every two weeks. And so the, the intervention teacher, that is the teacher who is responsible for that student's interventions would bring that data along with what the intervention goals were for that period, and what the progress was toward those goals. And I don't know if, we do have a chart where they have to reflect what the progress is, what the goal is, that goes back to one of our earlier trainings with the trend line and all that.

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Dickenson: And we find that that's very useful to our teachers and to our students to see if the gap is closing, and if so at what rate, and what, how effectively the strategies that we have in place are impacting that goal. The classroom teacher at these data meetings would be responsible for bringing classroom data, grades, homework class work completion information, how they are performing in all of the subject areas, and how that might be connected to the, the intervention goals. The guidance counselor would be responsible for bringing attendance data, and in particular discovering if there are patterns to the attendance data that might be affecting how the student was doing. And any other data like SOL information that would be important data, the special Ed. teacher on the team would be responsible, and they are on our intervention teams at each grade level.

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Dickenson: If there are IEP goals or other information, 504 information, other kinds of data that might impact the, what's going on with the student and any other assessment data, screenings and so forth that might be part of a 504 plan or other IEP information. The principal or assistant principal is also a member of our data team, and their

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responsibility in terms of data as we just thought through this today, so this could all change, but that they would look discipline referrals, and if there are patterns that might be important. For example, as a student disciplinary referrals are they coming from one teacher? Or one class, or what are the patterns that might impact what we're doing or need to do to meet the needs of that child? And then finally the instructional coaches would have reviewed the students, and each student has a packet of information that follows them with all this data on it.

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Dickenson: We have a form for that, and they would review that information, and, and the strategies, which is also, which also are listed on the form that are being used for that student's intervention. And look at how effective those are, and make recommendations for additional strategies or resources. That's what we did today. Thank you.

Dr. Bowmaster: Great job. Shenandoah. Want to make sure you're--...

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Spotsylvania: ...Now this is crazy, I got two questions, how did I get up here? Two, I'm the only one from Spotsylvania here there is like 25 on our leadership team I thought we were all coming today.

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Spotsylvania: So I wish this was televised and I'd say, Spotsylvania where are you okay? But I, one is coming tomorrow, so what I want to talk about just a little bit is, and first I got to shout out like Shenandoah, Shenandoah give yourselves a shout out. Let's see who else Gloucester, who was at our table, we had an awesome table. That was the best part of this conference was the sharing with colleagues, Shelby thanks for the information and let's see who else was at our table. Pulaski, Gloucester, Evelyn, where is Evelyn? Evelyn, like you are a taskmaster, it's like you stay right on top of Kirk, don't do that. so what I thought would be, what, what I could share with you is what we're trying to do at the division level in Spotsylvania to give principals, we have 31 schools, to give principals an idea what is tier one, tier two and tier three? What's the universal screener? We don't have time at the build, I'm a principal of middle school, we honestly don't have time to invent all this stuff.

00:42:03

Spotsylvania: We just have to get it done, because it's what's best for kids. So I was gonna develop something like this today, but we've already developed it. So what I'm gonna suggest is to each school in Spotsylvania, including Thornburg my school, I've been there 13 years, 16 years in the county, 29 years overall, to, to, to make this like personal for Thornburg. Okay, cause Thornburg is not Ni River, which is not Freedom,

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which is not any one of your schools, so you've got to personalize it for your school so that's what I want I to do. A couple things I don't like about this is when we get up to successful it kind of stops, you've got to be careful of that. and it's an unsuccessful kind of says yes or no, it kind of says unsuccessful go up to tier three. I kind of think at Thornburg unsuccessful I want to go back and see if we did not do something right for the kids. I'm trying to think what else, oh the way I'm gonna, the, the presentation I wanted to work on today.

00:43:03

Spotsylvania: But it's really simple we, like you guys have really dove into the teacher evaluation. Spotsylvania is calling it the gem, isn't that nice, gem. You guys can laugh okay, it's the growth, it's the growth effectiveness model, it's not teacher evaluation. Growth, that's what it's about right? Teacher growth, call it evaluation oh my gosh going to be evaluated again. So standard seven is all about student progress, right? So I'm gonna sell this to my faculty not as another thing to do, we don't want another thing to do. We want to do what's best for kids, so we're gonna, I'm gonna, cause it's, we're all sales people right? It's how you present it, it's the words you use, it's your demeanor, it's all that stuff. So it's gonna be presented to my faculty as you want me to help you with standard seven? I got a really good idea to help with standard seven that's gonna make you, help you document academic student progress.

00:44:02

Spotsylvania: It's called RTI, well we're not gonna call it that. Spotsylvania calls it response to instruction, not response to intervention. I thought that was kind of neat, I think we're gonna go with some multi-tiered system of supporting responsive instruction or something. So I don't know if that helps or not, but I think it's a nice little document. It's all kind of concise there is two different ones, there is one that kind of lists some of the tools, and there is one that lists just more of the process. The high school principals, how many of you guys are high school? Not many of you are there? No high schools are back running their high schools aren't they you guys can't get away. There is not a lot of models, I heart West Point has a pretty decent model, anybody from West Point here let's give them a kudos how did they do it? West Point has a good high school model, at my table that awesome table I was at a lot of the, those counties the middle schools are doing a lot of things with RTI.

00:45:02

Spotsylvania: I was really impressed, really really impressed. I don't know about other states, but I think Virginia is gonna take the lead on some of this stuff. And again it's about, don't ever, don't ever, this is 29 years for this guy okay, don't ever lose track of why are we doing this okay? It's not just another thing, Sandy didn't pay me to say this okay. It's really what's good for kids, and if you've ever worked in middle school you've

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got to do this. Shout out, Sandy Hart, Hart. We do shout outs at Thornburg, all right thank you. Thanks....

00:46:00

Ms. Pierce: ...Just this one, tell me when you want me to start it.

Shenandoah: Okay as many of you know the focus of VTSS and RTI for years has been on the elementary school, and in Shenandoah County we have struggled with the idea that we've been trying to stick a square peg into a round hole. And trying to make the high school VTSS model fit in with the elementary school VTSS model. So what you see on the screen here today is essentially a brain dump just from talking about how listening to people talk today, listening to other schools and what they do, listening to our presenters.

00:47:12

Shenandoah: Really the goal for high school any, any high school is to, and we're gonna use the state term, is to get students college and career ready okay, so what does that mean? Just like many people today we've, this is a continual process of revising this document. In fact the one that's on my computer already has three more bubbles up there because in the time I've been waiting I thought of two other things. But what it means right now is that the students are reading on a grade level, okay and, and what grade level that is whether it's tenth grade, eleventh grade, eighth grade that's something we'll discuss as to what, what our goal for our students is when they graduate. And of course graduation, graduation the components of graduation are verified credits and their overall academic plan, and in order to be successful and pass those verified credits they have to have content skills and content knowledge. And you notice the dotted line between reading on grade level, or reading on a grade level and verified credits.

00:48:05

Shenandoah: Because the other main discussion is at high school even though we don't like to think about teaching reading, if the students can't read they can't pass their classes. And they certainly can't pass the SOLs, so again this idea is that maybe we have two groups of, two groups of students that we need to look at, at the high school. Those who are curriculum deficient, and those who are basic skill deficient, and those students who are basic skill deficient we would use things like universal screeners and progress monitoring, what are our, what types of help would we give them? Interventions, or intervention and some remediation now again this is another component of what we've been talking about. What are our definitions of intervention and remediation, and in the last 15 minutes we've had some pretty good discussions about that. Those students who are curriculum deficient we would be looking at formal and informal formative and summative assessments in the classroom, benchmark



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testing, cumulative unit assessments, perhaps maybe division assessments can you scroll down?

00:49:05

Shenandoah: And in, in this you would, you'll notice the same two things but the focus on remediation with some interventions. Now of course the, the two commandments, commandment number one and commandment number two of VTSS though shalt not sacrifice tier one instruction in order to implement tier two or tier three interventions. And though shalt ensure tier one instruction is effective, and one of the things that that, we see it every level, one of the things that makes VTSS seem so overwhelming is you go into these data meetings and you say I have 90 kids. And 70 of them need intervention how am I supposed to provide 70 students with intervention? Well obviously if you have 70 students that need intervention out of 80 the problem is not with the students it's in the core instruction. Scroll down please.

00:50:00

Shenandoah: So just kind of talking about what we, what we want to look at in terms of how Shenandoah County progresses, certainly professional development on core instruction. Anita Archer and explicit instruction, hey why fight this idea that the teachers like to lecture? That's what they're good at, so let's make them good at being effective lecturer instead of just standing and talking to the students. I lost my, that's okay, how to use assessments in the classroom, what types of assessments to use in a classroom. When I told my staff in a professional development that if you are not assessing students, students aren't learning about 30 of them fell out of their chair, and we have 40 on staff. No I'm just kidding there is a little more than that. One of them said to me, well I don't know if they're learning or not, and is aid, well really what's the difference? What's the difference if you don't know if they're not learning if they are learning? Data collect, and also professional development actually how to collect data and use it to guide instruction and to determine the need for remediation or intervention.

00:51:05

Shenandoah: And then at the same time, you know, we have a lot of talking to some people in Martinsville City, you know, they talk about the remediation time that they're implementing. We have remediation time during lunch that we use not quite the same, although one of our high schools is looking at one very similar. Part of effective remediation is, is having teachers be able to use that remediation time wisely and effectively. And in my already updated version of this there are two arrows pointing back and forth because effective instruction in remediation is the same as effective instruction in the classroom. It's intentional and well planned, it can't be come on into the class and I'll help you with something. Here is a worksheet, you didn't get it. Okay it's got to be relentless, it's got to be engaging with the students. Again you're continually assessing

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even in that remediation period where do I need to go from here? And of course it has to be data driven, so there is the daily brain dump for today.

00:52:00

Ms. Pierce: ...Does anybody else want to volunteer?...Hold on one second. Hang on one second, my laptop so just give me a minute. I can't find the PowerPoint, where is our PowerPoint for today? I did close it but I put it--

Dr. Bowmaster: Then go down here to PowerPoint.

Ms. Pierce: Oh here we go, no that's not it. Oh here we go, thanks. Okay, hold on. Almost there.

00:53:00

Ms. Pierce: ...Okay, one more minute we're almost there. I think it's this, slideshow from current slide, okay. Don't anybody type yet. All right so we thought this was really awesome, did you guys really appreciate some time to just work with your teams? Okay, so what we're gonna do the last thing, finish up before you leave you know, we're supposed to go until about four. Finish up before you leave with sort of like your to do list when you get back what are the things you actually need to finish? What are you actually going to do? The to do list, what I'm gonna do now I'm gonna go ahead and I didn't think this through very well hold on. Write down 2-2-3-3-3, if you're the texter write down that number.

00:54:03

Ms. Pierce: 2-2-3-3-3, all right. Now, then I want you to write down 2-8-2-0-5-0, 2-8-2-0-5-0, I want these to be anonymous, I don't want these to scroll through. But then I forgot, we're just learning polleverywhere, so be patient. We don't want those all flashing up because we want you to be really honest, so we don't want them flashing up. So if you're the texter you know that text number 2-2-3-3-3, and then write down 2-8-2-0-5-0, and so with your team talk about what you want to text in, and the question is sort of what's your feedback for the day? Type in two pieces of feedback, something that you'd like to see more of, something we need to work on more. Anything that you want to, just two pieces of feedback, all right so talk it over with your team and then text it in, and I'm gonna disconnect. It doesn't have to be grammatically correct.

00:55:01

Dr. Bowmaster: Yeah, make it brief.... [Tape cuts] --are making us have a great awesome day. Your participation meant a lot, you're very much engaged, hopefully look around your table make sure all the chocolate is gone before you go. A couple housekeeping things. Tomorrow when you come in we begin at eight o'clock, for those who are commuting extra half hour or however long it takes, but we start at eight o'clock

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tomorrow. And also when you come in make sure you pick up Mike Rettig's handouts, because we'll have new handouts for tomorrow. Oh, you can also if you haven't downloaded his handouts go back to the directions, and where were those again I don't remember.

00:56:06

Dr. Bowmaster: Okay, Susie sent an email on that so go back and check your email part, make sure that you text in to us any comments and at that point I think that's it. We are dismissed 15 minutes early, remember that.